

Month	September	October	November	December	January
<b>Reading Focus</b>	<b>Novels</b> <b>8<sup>th</sup> Grade: Hunger Games by Suzanne Collins</b>	<b>Novels</b> <b>8<sup>th</sup> Grade: Hunger Games by Suzanne Collins</b>	<b>Fiction/Nonfiction</b> <b>(Stronger emphasis on non-fiction)</b>	<b>Informational Texts and Functional Documents</b>	<b>Poetry</b> <b>Novels</b>
<b>Skills of the Week</b>	<b>Prentice Hall Unit 1</b>	<b>Prentice Hall Unit 2</b>	<b>Novels</b>	<b>Novels</b>	<b>CCLS Task:</b> <b>8<sup>th</sup> Grade: Forensic Anthropology (Tasks 1, 2, &amp; 3).</b>
	<b>Skills of the Week</b> Week 1: Theme in Fiction Central Idea in Nonfiction	<b>Skills of the Week</b> Week 1: Character and Plot Theme	<b>Prentice Hall Unit 3</b> <b>Skills of the Week</b> Week 1: Point of View and Purpose Organizational Structure/ Word Choice and Tone	<b>CCLS Task:</b> <b>8<sup>th</sup> Grade: Forensic Anthropology (Tasks 1, 2, &amp; 3).</b>	<b>Poetry Tasks: Exemplar According to the CCLS:</b> <b>8<sup>th</sup> Grade: “O Captain!, My Captain!” by Walt Whitman (Tasks 1, 2, &amp;3).</b>
	Week 2: Make Predictions Plot Make Predictions Conflict and Resolution	Week 2: Compare and Contrast Setting Compare and Contrast Character Traits	Week 2: Main Idea- Narrative Main Idea Biography and Autobiography	<b>Prentice Hall Unit 3</b> <b>Skills of the Week</b> Week 1: Point of View and Purpose Organizational Structure/ Word Choice and Tone	<b>Prentice Hall Unit 4</b>
<b>Genre of the Month</b>	Week 3: Use information to solve a problem Comparing Narrative Structure	Week 3: Compare Summaries to an Original Text Comparing Types of Narratives Make Inferences Point of View Make Inferences Theme	Week 3: Analyze Treatment, scope, and Organization of Ideas Comparing Types of Organization Fact and Opinion Types of Appeals Fact and Opinion Word Choice	Week 2: Main Idea- Narrative Main Idea Biography and Autobiography	<b>Skills of the Week</b> Week 1: Figurative Language and Connotative Language Meaning and Tone
	Week 4: Author’s Purpose Mood Author’s Purpose –Style Identify Central idea and details Comparing Characters of Different Eras	Week 4: Evaluate Persuasive Appeals Comparing Symbols	Week 4: Analyze Proposition and Support Comparing Tone	Week 3: Analyze Treatment, scope, and Organization of Ideas Comparing Types of Organization Fact and Opinion Types of Appeals Fact and Opinion Word Choice	Week 2: Using Context Sound Devices Context Clues Figurative language
	<b>Fiction and Nonfiction</b>	<b>Short Story</b>	<b>Nonfiction</b>	<b>Nonfiction</b>	Week 3: Compare and Contrast Features of Consumer Materials Comparing Poetry and Prose Paraphrase forms of Poetry Paraphrase Imagery
<b>Theme</b>	<b>IDENTITY/TRUTH</b>	<b>IDENTITY/CONFLICT</b>	<b>AWARENESS</b>	<b>AWARENESS</b>	<b>COMMUNICATION</b>
<b>Prentice Hall Literature</b>	PH Unit 1: Fiction and Non-Fiction Pulled from In-house classroom novel libraries	PH Unit 2: Short Stories Pulled from In-house classroom novel libraries	PH Unit 3: Non-Fiction Pulled from In-house classroom novel libraries	PH Unit 3: Non-Fiction Pulled from In-house classroom novel libraries	PH Unit 4: Poetry Pulled from In-house classroom novel libraries
	<b>Prentice Hall Literature</b>	Class sets of various novels depending	PH Literature, fiction and non-fiction	PH Literature, periodicals, persuasive	PH Literature, anthologies, short story

Created by: Lisa Ann Hermann, AP; Dr. Gladys Evans, Gr 7 ELA teacher; Sharon Mahabir, CFN 211 Coach

<p><b>Reading Resources</b></p>	<p><b>25 Book Goal</b>, Class sets of various novels depending on level, interests, and availability, Common Core library and Text Exemplars, PHLonline.com, possible titles include:</p> <p><b>8<sup>th</sup> Grade: <u>Hunger Games</u>: by Suzanne Collins</b></p> <p><b>Grade 8 Unit 1: Big Question/Essential Question: Is Truth The Same For Everyone?</b></p> <ul style="list-style-type: none"> <li>(Fiction/Short Story). “A Retrieved Reformation” by O. Henry</li> <li>Teacher picks from leveled selections in Unit 1 (Selection Choices: Raymond’s Run by Toni Cade Bambara p.24 Gentleman of Rio en Medio by Juan Sedillo p. 59 Cub Pilot on the Mississippi by Mark Twain Savannah Belles Ferry Schedule/Savannah Belles Ferry Route p. 83-84 (Informational Text). Old Ben by Jesse Stuart p. 88 Fox Hunt by Lensey Namioka p. 94 From An American Childhood by Annie Dillard p. 115 The Adventure of the Speckled Band by Sir Arthur Conan Doyle p. 122 From Travels with Charley by John Steinbeck p. 160 The American Dream by</li> </ul>	<p>on level, interests, and availability, Common Core library and Text Exemplars, PHLonline.com, possible titles include:</p> <p><b>8<sup>th</sup> Grade: <u>Hunger Games</u>: by Suzanne Collins</b></p> <p><b>Grade 8 Unit 2: Big Question/Essential Question: Can All Conflict Be Resolved?</b></p> <ul style="list-style-type: none"> <li>(Short Story). “Tears of Autumn” by Yoshiko Uchida</li> <li>Teacher picks from leveled selections in Unit 2 (Selection Choices: Who Can Replace a Man? By Brian Wilson Aldiss p. 248 Hamadi by Naomi Shihab Nye p. 281 The Tell-Tale Heart by Edgar Allan Poe p. 294 Summary of The Tell-Tale Heart p. 309 Summary of The Tell-Tale Heart p. 310 Up the Slide by Jack London p. 314 A Glow in the Dark from Woodsong by Gary Paulsen p. 321 Charles by Shirley Jackson p. 336 Flowers for Algernon by Daniel Keyes p. 347 Thank You, M’am by Langston Hughes p. 388 The Story-Teller by Saki</li> </ul>	<p>from Springboard, Common Core library and Text Exemplars, The World Anthology, Reading and Writing Sourcebook, Peoples Common Core, PHLonline.com, etc</p> <p><b>Grade 8 Unit 3: Big Question/Essential Question: How Much Information Is Enough?</b></p> <ul style="list-style-type: none"> <li>(Nonfiction) From “Harriet Tubman: Conductor on the Underground Railroad” by Ann Petry. Literature in Context-Frederick Douglass Fighter for Freedom. (More Challenging).</li> <li>Teacher picks from leveled selections in Unit 3 (Selection Choices: Baseball by Lionel Garcia p. 478 From Always to Remember: The Vision of Maya Ying Lin by Brent Ashabranner p. 504 From I know Why the Caged Bird Sings by Maya Angelou p. 514 The War in Vietnam by from the American Nation p. 529 Gulf of Tonkin Resolution by U.S. Congress p. 531 On the Situation in Vietnam by Henry Gonzalez p. 532 Forest Fire by Anais Nin p. 536 Why Leaves Turn Color in the Fall by Diane Ackerman p. 540 The Season’s Curmudgeon Sees the Light by Mary Curtis p. 545 The Trouble with Television by Robert MacNeil p. 558 On Woman’s Right to Suffrage</li> </ul>	<p>texts, Springboard, Peoples Common Core, anthologies, informational text classroom library titles, newspaper and magazine articles, collected functional documents (recipes, procedural manuals, charts/graphs), atlases, applications, contracts, signs, “how-to’s”, Common Core library and Text Exemplars, PHLonline.com, etc.</p> <p><b>CCLS Tasks: 8<sup>th</sup> Grade: Forensic Anthropology (Tasks 1, 2, &amp; 3).</b></p> <p><b>Grade 8 Unit 3: Big Question/Essential Question: How Much Information Is Enough?</b></p> <ul style="list-style-type: none"> <li>(Nonfiction) From “Harriet Tubman: Conductor on the Underground Railroad” by Ann Petry. Literature in Context-Frederick Douglass Fighter for Freedom. (More Challenging).</li> <li>Teacher picks from leveled selections in Unit 3 (Selection Choices: Baseball by Lionel Garcia p. 478 From Always to Remember: The Vision of Maya Ying Lin by Brent Ashabranner p. 504 From I know Why the Caged Bird Sings by Maya Angelou p. 514 The War in Vietnam by from the American Nation p. 529 Gulf of Tonkin Resolution by U.S. Congress p. 531 On the Situation in Vietnam by Henry Gonzalez p. 532</li> </ul>	<p>collections (Gary Soto, Walter Dean Meyers) copies as needed, Common Core Library and Text Exemplars, Peoples Common Core, The World Anthology, play scripts/scenes, PHLonline.com, etc</p> <p><b>8<sup>th</sup> Grade: Forensic Anthropology (Tasks 1, 2, &amp; 3).</b></p> <p><b>8<sup>th</sup> Grade: “O Captain! My Captain!” by Walt Whitman (Tasks 1, 2, &amp; 3).</b></p> <p><b>Grade 8 Unit 4: Big Question/Essential Question: What Is The Secret To Reaching Someone With Words?</b></p> <ul style="list-style-type: none"> <li>(Poetry) A Poem for My Librarian, Mrs. Long by Nikki Giovanni p. 643</li> <li>Describe Somebody/Almost a Summer Sky by Jacqueline Woodson p. 645</li> <li>Teacher picks from leveled selections in Unit 3 (Selection Choices: Poetry Collection 1: Cat! By Eleanor Farjeon p. 654 Silver by Walter de la Mare p. 657 Your World by Georgia Johnson p. 658 Poetry Collection 2: The Drum (for Martin Luther King, Jr.) by Nikki Giovanni p. 663 Ring Out, Wild Bells by Alfred, Lord Tennyson p. 664 Thumbprint by Eve Merriam p. 666 Poetry Collection 3: Concrete Mixers by Patricia Hubbell p.</li> </ul>
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	<p>Martin Luther King, Jr. p. 172</p> <p>Sun Suckers and Moon Cursers by Richard and Joyce Wolkomir p. 183</p> <p>Electric Circuits and Power by Prentice Hall Science Explorer p. 187</p> <p>The Finish of Patsy Barnes by Paul Laurence Dunbar p. 192</p> <p>The Drummer Boy of Shiloh by Ray Bradbury p. 200).</p>	<p>(H.H. Munro) p. 396</p> <p>Say Good-bye to Winter by Western Pacific's p. 409</p> <p>Bringing Your Favorite Places Closer by Amtrak p. 410</p> <p>Read for the Record by Jumpstart p. 411</p> <p>City Harvest by City Harvest p. 412</p> <p>The White Umbrella by Gish Jen p. 416</p> <p>The Medicine Bag by Virginia Driving Hawk Sneve p. 426</p> <p>Bringing Characters to Life by Judith Ortiz Cofer p. 441).</p>	<p>by Susan B. Anthony p. 566</p> <p>From Sharing in the American Dream by Colin Powell p. 572</p> <p>Science and the Sense of Wonder by Isaac Asimov p. 582</p> <p>Hands-Free law Won't Solve the Problem by The Mercury News p. 593</p> <p>Hands-Free Cell Phones Legislation Signing by Arnold Schwarzenegger p. 595</p> <p>Emancipation from Lincoln: A Photobiography by Russell Freedman p. 600</p> <p>Brown vs. Board of Education by Walter Dean Myers p. 605 and Informational Text Civil Rights Pioneer (Literature in Context) p. 610</p>	<p>Forest Fire by Anais Nin p. 536</p> <p>Why Leaves Turn Color in the Fall by Diane Ackerman p. 540</p> <p>The Season's Curmudgeon Sees the Light by Mary Curtis p. 545</p> <p>The Trouble with Television by Robert MacNeil p. 558</p> <p>On Woman's Right to Suffrage by Susan B. Anthony p. 566</p> <p>From Sharing in the American Dream by Colin Powell p. 572</p> <p>Science and the Sense of Wonder by Isaac Asimov p. 582</p> <p>Hands-Free law Won't Solve the Problem by The Mercury News p. 593</p> <p>Hands-Free Cell Phones Legislation Signing by Arnold Schwarzenegger p. 595</p> <p>Emancipation from Lincoln: A Photobiography by Russell Freedman p. 600</p> <p>Brown vs. Board of Education by Walter Dean Myers p. 605</p> <p>Informational Text Civil Rights Pioneer (Literature in Context) p. 610</p>	<p>675</p> <p>Harlem Night Song by Langston Hughes p. 677</p> <p>The City is so Big by Richard Garcia p. 678</p> <p>Poetry Collection 4: Little Exercise by Elizabeth Bishop p. 683</p> <p>Ode to Enchanted Light by Pablo Neruda p. 685</p> <p>The Sky is Low, the Clouds are Mean by Emily Dickinson p. 686</p> <p>Thumbprint Cookies p. 693</p> <p>Use the Nutrition Facts to Eat Healthier p. 694</p> <p>Sarasota County Schools p. 696</p> <p>Snake on the Etowah by David Bottoms p. 700</p> <p>Vanishing Species by Bailey White p. 702</p> <p>Poetry Collection 5: Old Man by Richard Sanchez p. 718</p> <p>Runagate Runagate by Robert Hayden p. 720</p> <p>Blow, Blow, Thou Winter Wind by William Shakespeare p. 723</p> <p>Poetry Collection 6: The New Colossus by Emma Lazarus p. 728</p> <p>Paul Revere's Ride by Henry Wadsworth Longfellow p. 731</p> <p>Harriet Beecher Stowe by Paul Laurence Dunbar p. 735</p> <p>January by John Updike p.</p>
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<b>Essential Questions</b>	8 <sup>th</sup> Grade Unit 1: Is Truth the Same for Everyone?	8 <sup>th</sup> Grade Unit 2: Can All Conflicts Be Resolved?	8 <sup>th</sup> Grade Unit 3: How Much Information Is Enough?	8 <sup>th</sup> Grade Unit 3: How Much Information Is Enough?	8 <sup>th</sup> Grade Unit 4: What Is The Secret To Reaching Someone With Words?
<b>Writing Focus and Assessment/s</b>	<b>Cornell Note taking</b> Portfolio: Must include all Tasks and Response to Literature. (6 <sup>th</sup> gr: 2-3 pgs; 7 <sup>th</sup> gr: 3-4 pgs; 8 <sup>th</sup> : 4-5 pgs)  8 <sup>th</sup> Grade Prentice Hall Unit 1:  Writing Workshop: Description: Description of a Person (p.104).  Writing Workshop: Narration: Autobiographical Essay (p.208).  Unit 1: Informational Texts-p.183-188. Sun Suckers and Moon Cursors (Magazine Article). Electric Circuits and Power. (Scientific Article).	<b>Cornell Note taking</b>  8 <sup>th</sup> Grade Prentice Hall Unit 2:  Writing Workshop: Response to Literature: Review (p.326).  Writing Workshop: Narration: Short Story (p.438).  Unit 2: Informational Texts-p.408-p.412. Pennsylvania Railroad (Advertisement). Amtrak (Advertisement). Jumpstart (Advertisement). City Harvest (Advertisement).  Timed Writing:	<b>Cornell Note taking</b> Response to Literature, Own written Biography, Autobiography, and/or Memoir Portfolio Reflection (6 <sup>th</sup> gr: 1-3 pgs; 7 <sup>th</sup> gr: 2-4 pgs; 8 <sup>th</sup> : 3-5 pgs)  8 <sup>th</sup> Grade Prentice Hall Unit 3:  Writing Workshop: Exposition: How-to-Essay (p.548).  Writing Workshop: Persuasion: Editorial (p.614).  Unit 3: Informational Texts-p.528-p.532. The War in Vietnam (Textbook Article).	<b>Cornell Note taking</b> Report of Information, persuasive essay, narrative procedure, How-To document, opinion and argumentative writing Portfolio Reflection (6 <sup>th</sup> gr: 1-3 pgs; 7 <sup>th</sup> gr: 2-4 pgs; 8 <sup>th</sup> : 3-5 pgs)  8 <sup>th</sup> Grade Prentice Hall Unit 3:  Writing Workshop: Exposition: How-to-Essay (p.548).  Writing Workshop: Persuasion: Editorial (p.614).  Unit 3: Informational Texts-p.528-p.532. The War in Vietnam (Textbook	<b>Cornell Note taking</b> Written essay on development of a theme, character analysis, creation of own short story or script Portfolio Reflection (6 <sup>th</sup> gr: 2-3 pgs; 7 <sup>th</sup> gr: 3-4 pgs; 8 <sup>th</sup> : 4-5 pgs)  (Tasks 1, 2, &3). 8 <sup>th</sup> Grade: "O Captain!, My Captain!" by Walt Whitman (Tasks 1, 2, &3).  8 <sup>th</sup> Grade Prentice Hall Unit 4:  Writing Workshop: Exposition: Problem-and-Solution Essay (p.708).  Writing Workshop:

	<p>Timed Writing: Write a Summary. Task: Choose one of the two articles to summarize in two paragraphs. Briefly state the author’s historical or scientific conclusions. Then, provide a quick overview of the evidence that the author uses to support those conclusions.</p> <p>Unit 1: Assessment Workshop: Unit 1: Assessment Workshop: Fiction and Nonfiction Cumulative Review: Reading Literature/Reading Informational Text/ Writing and Language Conventions/Performance Tasks selected by teacher...p. 220-225.</p> <p><b>Conventions of Grammar Unit 1:</b></p> <ul style="list-style-type: none"><li>• Common and Proper Nouns,</li><li>• Possessive Nouns,</li><li>• Revising Incorrect Forms of Plural Nouns,</li><li>• Personal Pronouns,</li><li>• Possessive Pronouns,</li><li>• Checking Pronoun-Antecedent Agreement</li></ul>	<p>Writing an Advertisement. Task: Write a persuasive ad that will influence students in your grade to use a product or support an issue. Use at least two of the following techniques: bandwagon appeal, loaded language, testimonial, generalization, and rhetorical questions.</p> <p>Unit 2: Assessment Workshop: Short Stories Cumulative Review: Reading Literature/Reading Informational Text/ Writing and Language Conventions/Performance Tasks selected by teacher...p. 452- 457.</p> <p><b>Conventions of Grammar Unit 2:</b></p> <ul style="list-style-type: none"><li>• Action and Linking Verbs</li><li>• Principal Parts of Regular Verbs</li><li>• Revising for irregular verbs</li><li>• Simple Tenses of Verbs</li><li>• Tense and Mood of Verbs</li><li>• Revising for Subject-Verb Agreement</li></ul>	<p>Gulf of Tonkin Resolution (Public Document). On the Situation in Vietnam (Letter).</p> <p>Timed Writing: Write an Evaluation of Sources. Task: Evaluate the primary and secondary sources you have read as if you were preparing to write a report on the Vietnam War. In an essay, explain each source’s value and the criteria, or standards, you used to judge its reliability. Note other sources you might consult to gain a more complete understanding of the war. Your evaluation should consist of one paragraph per source.</p> <p>Unit 3: Assessment Workshop: Types of Nonfiction Cumulative Review: Reading Literature/Informational Text/Reading Informational Text/ Writing and Language Conventions/Performance Tasks selected by teacher...p. 626-631.</p> <p><b>Conventions of Grammar Unit 3:</b></p> <ul style="list-style-type: none"><li>• Adjectives and Articles</li><li>• Adverbs</li><li>• Revising to correct Comparative and Superlative Forms</li><li>• Conjunctions</li><li>• Prepositions</li><li>• Revising Sentences by Combining with Conjunctions</li></ul>	<p>Article). Gulf of Tonkin Resolution (Public Document). On the Situation in Vietnam (Letter).</p> <p>Timed Writing: Write an Evaluation of Sources. Task: Evaluate the primary and secondary sources you have read as if you were preparing to write a report on the Vietnam War. In an essay, explain each source’s value and the criteria, or standards, you used to judge its reliability. Note other sources you might consult to gain a more complete understanding of the war. Your evaluation should consist of one paragraph per source.</p> <p>Unit 3: Assessment Workshop: Types of Nonfiction Cumulative Review: Reading Literature/Informational Text/Reading Informational Text/ Writing and Language Conventions/Performance Tasks selected by teacher...p. 626-631.</p> <p><b>Conventions of Grammar Unit 3:</b></p> <ul style="list-style-type: none"><li>• Adjectives and Articles</li><li>• Adverbs</li><li>• Revising to correct Comparative and Superlative Forms</li><li>• Conjunctions</li><li>• Prepositions</li><li>• Revising Sentences by Combining with Conjunctions</li></ul>	<p><b>Exposition: Comparison-and-Contrast Essay (p.780).</b></p> <p>Unit 4: Informational Texts-p.693-696 Thumbprint Cookies (Recipe) Use The Nutrition Facts Label To Eat Healthier (Product Information) Sarasota County Schools (Menu).</p> <p>Timed Writing: Compare the Nutrition Facts label to the nutritional analysis in the school lunch menu. Evaluate both texts to determine which one you find more useful. Explain the results of your evaluation in a brief essay.</p> <p>Unit 4: Assessment Workshop: Poetry Cumulative Review: Reading Literature/Reading Informational Text/ Writing and Language Conventions/Performance Tasks selected by teacher...p. 792-797.</p> <p><b>Conventions of Grammar Unit 4:</b></p> <ul style="list-style-type: none"><li>• Subject Complements</li><li>• Direct and Indirect objects</li><li>• Choosing Between Active and Passive Voice</li><li>• Prepositional Phrases</li><li>• Infinitive Phrases</li><li>• Revising to Vary Sentence Patterns</li></ul>
CCLS	R –	R –	RL – 1, 2, 3, 6, 10	RL– 3, 10	RL– 1, 2, 3, 4, 6, 10

<b>Alignment (Skills and Content)</b>	W – S.L – 1a-c Lang – 6	W – S.L – 1a-c Lang – 6	RI – 1, 2, 3, 5, 6, 10 W – 2a-e, 3a-e, 5, 7, 9a-b, 10 S.L – 1a-c Lang – 6	RI – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 W – 1a-b, 2a-e, 3d, 4, 5, 8, 9b S.L – 1a-c Lang – 6	RI – 1, 4, 5, 9, 10 W – 1a-e, 2a, 2d-f, 3a-e, 5, 7, 9a S.L – 1a-c Lang – 6
<b>Notes:</b>	Recommendation to weave non-fiction throughout each month	“	“	“	“

Month	February	March	April	May	June
<b>Reading Focus</b>	<b>Poetry</b>	<b>Revisiting Fiction and Non-Fiction, Informational Texts and Functional Documents and Test Prep</b>	<b>Revisiting Fiction and Non-Fiction, Informational Texts and Functional Documents and Test Prep</b>	<b>Drama</b>	<b>Themes in the Oral Tradition</b>
	<b>Novels</b>			<b>Novels</b>	
	<b>CCLS Task:</b>				
	<b>8<sup>th</sup> Grade: Forensic Anthropology (Tasks 1, 2, &amp; 3).</b>	<b>Novels</b>	<b>Novels</b>	<b>Prentice Hall Unit 5</b>	<b>Novels</b>
	<b>Poetry Tasks: Exemplar According to the CCLS:</b>	<b>Prentice Hall Units 1, 2, 3, &amp; 4 Review</b>	<b>Prentice Hall Units 1, 2, 3, &amp; 4 Review</b>		<b>Prentice Hall Unit 6</b>
	<b>8<sup>th</sup> Grade: “O Captain!, My Captain!” by Walt Whitman</b>			<b>Skills of the Week</b>	<b>Skills of the Week</b>
	<b>Prentice Hall Unit 4</b>			Week 1: Character Conflict Draw Conclusions Setting and Character	Week 1: Social and Cultural Context Theme
<b>Skills of the Week</b>	<b>Skills of the Week</b> Week 1: Figurative Language and Connotative Language Meaning and Tone  Week 2: Using Context Sound Devices Context Clues Figurative language  Week 3: Compare and Contrast Features of Consumer Materials Comparing Poetry and Prose Paraphrase forms of Poetry Paraphrase Imagery  Week 4: Analyze Technical Directions Comparing Types of Description			Week 2: Compare and Contrast Features and Elements Comparing Adaptations to Originals  Week 3: Cause and Effect Dialogue Cause and Effect Character’s Motivation  Week 4: Evaluate Unity and Coherence Comparing Sources With a Dramatization	Week 2: Summarize Mythology Summarize Oral Tradition  Week 3: Evaluate Structural Patterns Comparing Heroic Characters Purpose for Reading Cultural Context Purpose for Reading Author’s Influences  Week 4: Evaluate the Treatment, Scope, and Organization of ideas Comparing Works on a Similar Theme



Genre of the Month	Poetry	Fiction, Nonfiction, Short Story, Poetry, etc.	Fiction, Nonfiction, Short Story, Poetry, etc.	Drama	Themes in American Stories
Theme	COMMUNICATION	COMMUNICATION, TRUTH & AWARENESS	COMMUNICATION, TRUTH & AWARENESS	IMAGE	HUMAN BEHAVIOR
Prentice Hall Literature	PH Unit 4: Poetry	Review: PH Units 1, 2, 3, & 4	Review: PH Units 1, 2, 3, & 4	PH Unit 5: Drama	PH Unit 6: Themes in American Stories
Reading Resources	<p>PH Literature, Anthologies, The World Anthology, Springboard, Peoples Common Core, Common Core library and Text Exemplars, PHLitonline.com, etc.</p> <p><b>CCLS Task:</b></p> <p><b>8<sup>th</sup> Grade: Forensic Anthropology (Tasks 1, 2, &amp; 3).</b></p> <p><b>8<sup>th</sup> Grade: “O Captain!, My Captain!” by Walt Whitman</b></p> <p><b>Grade 8 Unit 4: Big Question/Essential Question: What Is The Secret To Reaching Someone With Words?</b></p> <ul style="list-style-type: none"><li>(Poetry) A Poem for My Librarian, Mrs. Long by Nikki Giovanni p. 643</li><li>Describe Somebody/Almost a Summer Sky by Jacqueline Woodson p. 645</li><li>Teacher picks from leveled selections in Unit 3 (Selection Choice Poetry Collection 1: Cat! By Eleanor Farjeon p. 654 Silver by Walter de la Mare p. 657 Your World by Georgia Johnson p. 658</li></ul>	<p>PH Literature, fiction and non-fiction from Springboard, Common Core library and Text Exemplars, The World Anthology, Reading and Writing Sourcebook, Peoples Common Core, periodicals, persuasive texts, anthologies, informational text classroom library titles, newspaper and magazine articles, collected functional documents (recipes, procedural manuals, charts/graphs), short story collections, PHLitonline.com, etc</p> <p><b>Grade 8 Unit Reviews: Big Question/Essential Question:</b></p> <ul style="list-style-type: none"><li>Teacher chooses selection(s) from Units 1, 2, 3, &amp; 4</li></ul>	<p>PH Literature, fiction and non-fiction from Springboard, Common Core library and Text Exemplars, The World Anthology, Reading and Writing Sourcebook, Peoples Common Core, periodicals, persuasive texts, anthologies, informational text classroom library titles, newspaper and magazine articles, collected functional documents (recipes, procedural manuals, charts/graphs), short story collections, PHLitonline.com, Kaplan Prep, etc.</p> <p><b>Grade 8 Unit Reviews: Big Question/Essential Question:</b></p> <ul style="list-style-type: none"><li>Teacher chooses selection(s) from Units 1, 2, 3, &amp; 4</li></ul>	<p>PH Literature, The World Anthology, Common Core Library and Text Exemplars, In-school Poetry Collections/libraries of scripts, plays, skits, movies, videos, PHLitonline.com, etc</p> <p><b>Grade 8 Unit 5: Big Question/Essential Question: Is it our differences or our similarities that matter most?</b></p> <ul style="list-style-type: none"><li>Teacher picks from leveled selections in Unit 5 (Selection Choices: from Kinder Transport by Diane Samuels p. 809</li><li>from Anne Frank &amp; Me by Cherrie Bennett p. 810</li><li>The Governess by Neil Simon p. 818</li><li>Wage and Hour Division: Basic Information by U.S. Department of Labor p. 831</li><li>Work Study Contract by New College of Florida p. 832</li><li>Be a Museum Volunteer by Tampa Museum of Art p. 833</li><li>The Ninny by Anton Chekhov p. 838</li><li>The Diary of Anne Frank, Act</li></ul>	<p>PH Literature, speeches, debates, plays, oratories, music, videos, movies, presentations, plays, skits, Greek tragedies, lyrics/music/song, PHLitonline.com, etc</p> <p><b>Grade 8 Unit 6: Big Question/Essential Question: Are yesterday’s heroes important today?</b></p> <ul style="list-style-type: none"><li>Teacher picks from leveled selections in Unit 6 (Selection Choices: from the Adventures of Tom Sawyer by Mark Twain p, 1015</li><li>Water Names by Lan Samantha Chang p. 1018</li><li>Coyote Steals the Sun and Moon by Richard Erdoes and Alfonso Ortiz p. 1026</li><li>Why the Waves have Whitecaps by Zora Neal Hurston p. 1032</li><li>Brer Possum’s Dilemma by Jacky Torrence p. 1042</li><li>Chicoria by Rudolfo Anaya and Jose Griego y Maestas p. 1052</li><li>From The People, Yes by Carl Sandburg p. 1055</li><li>Davy Crockett’s Dream by Davy Crockett p. 1072</li><li>Paul Bunyan of the North Woods by Carl Sandburg p. 1075</li><li>Invocation from John Brown’s Body</li></ul>

	<p>Poetry Collection 2: The Drum (for Martin Luther King, Jr.) by Nikki Giovanni p. 663</p> <p>Ring Out, Wild Bells by Alfred, Lord Tennyson p. 664</p> <p>Thumbprint by Eve Merriam p. 666</p> <p>Poetry Collection 3: Concrete Mixers by Patricia Hubbell p. 675</p> <p>Harlem Night Song by Langston Hughes p. 677</p> <p>The City is so Big by Richard Garcia p. 678</p> <p>Poetry Collection 4: Little Exercise by Elizabeth Bishop p. 683</p> <p>Ode to Enchanted Light by Pablo Neruda p. 685</p> <p>The Sky is Low, the Clouds are Mean by Emily Dickinson p. 686</p> <p>Thumbprint Cookies p. 693</p> <p>Use the Nutrition Facts to Eat Healthier p. 694</p> <p>Sarasota County Schools p. 696</p> <p>Snake on the Etowah by David Bottoms p. 700</p> <p>Vanishing Species by Bailey White p. 702</p> <p>Poetry Collection 5: Old Man by Richard Sanchez p. 718</p> <p>Runagate Runagate by</p>			<p>1 by Frances Goodrich and Albert Hackett p. 854</p> <ul style="list-style-type: none"><li>• The Diary of Anne Frank, Act 2 by Frances Goodrich and Albert Hackett p. 919</li><li>• Florida Holocaust Museum by Evaluate Unity and Coherence p. 963</li><li>• Local Holocaust Survivors and Liberators Attend Opening Event for Exhibition p. 965</li><li>• from Anne Frank: The Diary of a Young Girl by Anne Frank p, 970</li><li>• from Anne frank Remembered by Miep Gies p. 975</li></ul>	<p>by Stephen Vincent Benet p. 1078 and Informational Text Allusions (Literature in Context) p. 1079</p> <ul style="list-style-type: none"><li>• Out of the Dust by Karen Hesse p. 1094</li><li>• Debts p. 1094 and Informational Text The Great Depression (Literature in Context) p. 1096</li><li>• Flashing Fields of Light p. 1097</li><li>• Migrants p. 1099</li><li>• Ellis Island by Joseph Bruchac p. 1104</li><li>• Choice: A Tribute to Martin Luther King, Jr. by Alice Walker p. 1114 <b>and</b> Informational Text Marching for Freedom Literature in Context p. 1117</li><li>• An Episode of War by Stephen Crane p. 1122</li><li>• Poetry (La Poesia) by Pablo Neruda p. 1144</li><li>• From My Own True Name by Pat Mora p. 1148</li><li>• Words to Sit in, Like Chairs by Naomi Shihab Nye p. 1152</li></ul>
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	Robert Hayden p. 720 Blow, Blow, Thou Winter Wind by William Shakespeare p. 723 Poetry Collection 6: The New Colossus by Emma Lazarus p. 728 Paul Revere’s Ride by Henry Wadsworth Longfellow p. 731 Harriet Beecher Stowe by Paul Laurence Dunbar p. 735 January by John Updike p. 744 New World by N. Scott Momaday p. 746 For My Sister Molly Who in the Fifties by Alice Walker p. 749 Your Little Voice/Over the Wires came leaping by E.E. Cummings p. 757 Drum Song by Wendy Rose p. 758 Grandma Ling by Amy Ling p. 759 The Road Not Taken by Robert Frost p. 774 O Captain! My Captain! By Walt Whitman p. 777				
Essential Questions	8 <sup>th</sup> Grade Unit 4: What Is The Secret To Reaching Someone With Words?	Review of PH Units 1-4 TEST PREP	Review of PH Units 1-4 TEST PREP	8 <sup>th</sup> Grade Unit 5: Is It Our Differences Or Our Similarities That Matter Most?	8 <sup>th</sup> Grade Unit 6: Are Yesterday’s Heroes Important Today?
Writing Focus and Assessment/s	Cornell Note taking Portfolio Reflection (6 <sup>th</sup> gr: 3-4 pgs; 7 <sup>th</sup> gr: 4-5 pgs; 8 <sup>th</sup> : 5-6 pgs)	Cornell Note taking Response to Literature Portfolio Reflection (6 <sup>th</sup> gr: 3-4 pgs; 7 <sup>th</sup> gr: 4-5 pgs; 8 <sup>th</sup> : 5-6 pgs)	Cornell Note taking Response to Literature Portfolio Reflection (6 <sup>th</sup> gr: 3-4 pgs; 7 <sup>th</sup> gr: 4-5 pgs; 8 <sup>th</sup> : 5-6 pgs)	Cornell Note taking Student playwright composition/script, skits, dramatizations, videos/movies Portfolio Reflection (6 <sup>th</sup> gr: 3-4 pgs; 7 <sup>th</sup> gr: 4-5 pgs; 8 <sup>th</sup> : 5-6	Cornell Note taking Speeches, debates, oral presentations, music/song podcasts, videos/movies Portfolio Reflection (6 <sup>th</sup> gr: 3-4 pgs; 7 <sup>th</sup> gr: 4-5 pgs; 8 <sup>th</sup> : 5-6

	<p><b>8<sup>th</sup> Grade Prentice Hall Unit 4:</b></p> <p><b>Writing Workshop:</b> <b>Exposition: Problem-and-Solution Essay (p.708).</b></p> <p><b>Writing Workshop:</b> <b>Exposition: Comparison-and-Contrast Essay (p.780).</b></p> <p>Unit 4: Informational Texts-p.693-696 Thumbprint Cookies (Recipe) Use The Nutrition Facts Label To Eat Healthier (Product Information) Sarasota County Schools (Menu).</p> <p>Timed Writing: Compare the Nutrition Facts label to the nutritional analysis in the school lunch menu. Evaluate both texts to determine which one you find more useful. Explain the results of your evaluation in a brief essay.</p> <p>Unit 4: Assessment Workshop: Poetry Cumulative Review: Reading Literature/Reading Informational Text/ Writing and Language Conventions/Performance Tasks selected by teacher...p. 792-797.</p>	<p>Response to Literature</p> <p>Response to Literature</p> <p>Response to Literature</p> <p>Response to Literature</p>	<p>Response to Literature</p> <p>Response to Literature</p> <p>Response to Literature</p> <p>Response to Literature</p>	<p>pgs)</p> <p><b>8<sup>th</sup> Grade Prentice Hall Unit 4:</b></p> <p><b>Writing Workshop: Business Letter (p. 842).</b></p> <p><b>Writing Workshop: Research Report (p. 982).</b></p> <p>Unit 5: Informational Texts-p.830-p.835. Wage and Hour Division (Public Document). 2006-2007 Work Study Contract (Contract). Tampa Museum of Art (Job Application).</p> <p>Timed Writing: Explanatory Text: Essay Task: What should you consider when deciding whether or not to volunteer at the Tampa Museum of Art? Using the information given in the job application, write an essay for a school newspaper. Explain how a student should go about making a decision.</p> <p>Unit 5: Assessment Workshop: Drama Cumulative Review: Reading Literature/Reading Informational Text/ Writing and Language Conventions/Performance Tasks selected by teacher...p. 998-1003.</p> <p><b>Conventions of Grammar Unit 5:</b></p>	<p>pgs)</p> <p><b>8<sup>th</sup> Grade Prentice Hall Unit 6:</b></p> <p><b>Writing Workshop: Multimedia Report (p. 1084).</b></p> <p><b>Writing Workshop: Cause and Effect Essay (p. 1156).</b></p> <p>Unit 6: Informational Texts-p.1064-p.1069. A Life in Letters (Book Review). Zora Neale Hurston: A Life in Letters (Book Features).</p> <p>Timed Writing: Explanatory Text: Explanation Task: Examine the table of contents and index, noting the ways in which they present the information. Then, write an explanation of the purpose of those book features and give tips for using them as reference tools. Use examples from the text to make your points clear.</p> <p>Unit 6: Assessment Workshop: Themes in Folk Literature Cumulative Review: Reading Literature/Reading Informational Text/ Writing and Language Conventions/Performance Tasks selected by teacher...p. 1168-1173.</p> <p><b>Conventions of Grammar Unit 6:</b></p> <ul style="list-style-type: none"><li>• Sentence Structure</li><li>• Commas</li><li>• Using Language to Maintain Interest</li><li>• Semicolons and Colons,</li></ul>
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	<b>Conventions of Grammar Unit 4:</b> <ul style="list-style-type: none"><li>• Subject Complements</li><li>• Direct and Indirect objects</li><li>• Choosing Between Active and Passive Voice</li><li>• Prepositional Phrases</li><li>• Infinitive Phrases</li><li>• Revising to Vary Sentence Patterns</li></ul>			<ul style="list-style-type: none"><li>• Participial Phrases</li><li>• Revising to combine sentences using Gerunds and participles</li><li>• Dangling and Misplaced Modifiers</li><li>• Clauses</li><li>• Revising to combine sentences using clauses</li></ul>	<ul style="list-style-type: none"><li>• Capitalization</li><li>• Revising Run-on Sentences and Sentence Fragments</li></ul>
<b>CCLS Implementation and Alignment (Skills and Content)</b>	RL – 1, 4, 5, 6, 7, 10 RI – 1, 4, 5, 10 W – 1a-e, 2a-b, 2d-f, 4, 5, 7, 9a, 10 S.L – 1 Lang – 6	RL– 1, 2, 3, 4, 6, 10 RI – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 W – 1a-b, 2a-f, 3a-e, 4, 5, 7, 8, 9a-b S.L – 1a-c Lang – 6	RL– 1, 2, 3, 4, 6, 10 RI – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 W – 1a-b, 2a-f, 3a-e, 4, 5, 7, 8, 9a-b S.L – 1a-c Lang – 6	RL – 1, 2, 3, 5, 6, 7, 10 RI – 1, 6, 9, 10 W – 1a-c, 2a-c, 4, 7, 8, 9a S.L – 1 Lang – 6	RL – 1, 2, 3, 5, 9, 10 RI – 1, 5, 6, 9, 10 W – 1a-b, 1e, 2a-c, 2e-f, 3a-b, 4, 5, 7, 8, 9a S.L – 1 Lang – 6
<b>Notes:</b>	<b>Recommendation to weave non-fiction throughout each month</b>	“	“	“	“